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ADJUSTMENT AND ACHIEVEMENT OF STUDENTS WHO RECEIVED AID
TO DEPENDENT CHILDREN AND STUDENTS WHO DID NOT
RECEIVE AID TO DEPENDENT CHILDREN, 1962-1963,
NEWTON JUNIOR HIGH SCHOOL

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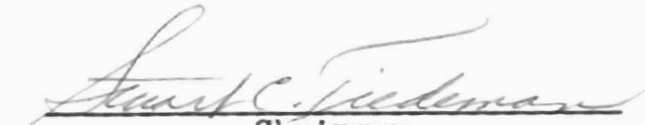
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CHAPTER I

INTRODUCTION

Modern educational practice is based on the philosophy that the school is concerned with the whole child and that each child has special needs which must be dealt with individually. In 1955, the White House Conference on Children and Youth asserted:

The talent of each child is to be sought out and developed to the fullest. Each weakness is to be studied and, so far as possible, corrected. This is truly a majestic ideal, and an astonishingly new one. Schools of that kind have never been provided for more than a small fraction of mankind. The schools have become a major tool for creating a nation without rigid class barriers. It is primarily the schools which allow no man's failure to prevent the success of his son.¹

Ideally the family provides for the physical and emotional well-being of children and endows them with attitudes of understanding and expectation which support the efforts of the school. However, when the family is unable to provide physical and emotional well-being, or is culturally incompatible with the rest of society, the school faces an exceedingly difficult challenge. The school must gain an understanding of the problems faced by children from such families before it can help these children have a vision of

¹Paul J. Misner, "The New School," Phi Delta Kappan, XXXXVII (January, 1956), 183.

their potentials and develop realistic aspirations to motivate them.¹

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to compare the adjustment and achievement of students who received Aid to Dependent Children with students who did not receive Aid to Dependent Children in the Newton Junior High School in Newton, Iowa during the school year, 1962-1963.

Importance of the study. It is the consensus of educators and psychologists that the home is influential in making students what they are, that normal homes tend to produce normal children, and that abnormal homes often hinder the development of children. Those children who are eligible for Aid to Dependent Children over a long period of time may be considered to come from abnormal homes since there is a continuous financial need present and at least one parent is either dead, absent, or incapacitated.

The assumption was made that home situations of children receiving Aid to Dependent Children influence their

¹Educational Policies Commission, Education and the Disadvantaged American (Washington: National Education Association, 1962), p. 12.

ability to give full attention to school and that, consequently, these children are more likely to have problems of achievement and adjustment in school than students who do not receive Aid to Dependent Children. Since it is the goal of public education to provide the best possible education for all, it seems important that schools first learn what the problems are, then try to understand them, and, finally, set up appropriate educational experiences for this group of students.

II. DEFINITIONS OF TERMS USED

Aid to Dependent Children. Aid to Dependent Children (hereafter referred to as ADC) is a public assistance program established by the Federal Social Security Act for the care of children living in their own homes or with relatives. To be eligible for ADC in Iowa, a child must meet the following general requirements:

1. Be under sixteen years of age, or under eighteen years if regularly attending school.
2. Be deprived of parental support by reason of death, absence, or incapacity of parent.
3. Be residing with a parent or other specified relative.
4. Lack means of support to provide a standard of living

consistent with decency and health.¹

The Newton Junior High School. The Newton Junior High School is a three-year junior high school, composed of grades seven, eight, and nine, located in Newton, Iowa.

Home. Home, as used here, refers to a family unit headed by the father and mother which is capable of providing physical and emotional security to the children.

Abnormal home. An abnormal home is an atypical home in which the family unit, over a long period of time, is not able to provide adequately either physical or emotional security, or both, or when one or both parents is (are) dead, absent, or incapacitated.

III. LOCALE OF STUDY

Newton, Iowa. Newton, the county seat of Jasper County, is located in the central part of Iowa, thirty-six miles east of Des Moines, Iowa. Originally, Newton was a small marketing town, but since World War I its economy has centered around the Maytag Washer Company. The surrounding area is farm land and there are thirteen small manufacturing

¹State Department of Social Welfare, "Iowa's Public Welfare Programs" (Stencils 9624h and 9624i, Des Moines, Iowa, January, 1958), pp. 7-8.

concerns in the community, but the basic economy is dominated by the washing machine industry.¹ As the Maytag Company prospers, so does the community, and vice versa.

In 1962, the population was 15,381.² Most of the people are of northern European descent and of the Protestant faith. Because of the fluctuations of the major industry of the town, mobility is more pronounced than in other Iowa communities of similar size.

Newton has twenty-seven churches, a public library, a daily newspaper, two banks, a radio station, many lodges, and numerous service and civic organizations. There is a community hospital and three modern clinics, but no separate mental health facilities. There are three public parks, a baseball field, an active YMCA, two swimming pools, and a limited number of commercial recreational facilities.

Newton Community Schools. The Newton Community School District serves the children of Newton and the surrounding rural area. In the 1962-1963 school year, there was an enrollment of 4,860 students. Almost all of the town's children attend the public schools, although a

¹Let's Take a Look at Newton, Public Relations Committee, Newton Chamber of Commerce, N5M-63 (Newton, Iowa: Newton Chamber of Commerce, 1963), p. 1.

²Ibid.

very small percentage is sent to private boarding schools. The community takes pride in its schools, and the primary industry encourages education by giving scholarships to students and educational and travel grants to teachers.

Newton Junior High School. In 1962-1963, Newton had one junior high school with a student population of 1,012 and a faculty of forty-four. Classes were held in two buildings, one built in the late twenties as a junior high and the other, located just across the street, which was originally the senior high school. There were three grades, seventh, eighth, and ninth.

In seventh and eighth grades, there were twelve sections each. Sectioning was based on ability and participation in special music activities. All students in these grades were required to take English, mathematics, science, social studies, physical education, music, art, homemaking for girls, and industrial arts for boys. Band, orchestra, and chorus were available as electives.

Ninth grade students were ability-grouped in English, algebra, and science. They were required to take English, algebra or general mathematics, physical or general science, homemaking for girls, industrial arts for boys, and physical education. Elective courses were Latin, French, debate, art, chorus, band, orchestra, typing, and community living.

IV. PROCEDURES

Review of the literature. Educational and social welfare references were studied, an interview was held with an authority in the Iowa State Department of Social Welfare,¹ and inquiries were sent to seventeen selected bureaus, agencies, and associations.² However, very little information was found which related specifically to the adjustment and achievement of junior high school children who received ADC. It would appear that this is an area where further research would be valuable for schools, welfare agencies, and the children involved. The following paragraphs summarize literature concerned with ADC in the nation, ADC in Iowa, and related studies.

More than 900,000 families in the United States, including about 2.8 million children, received financial support from the ADC program in November, 1961.³ According to a national survey of ADC recipients by the United States Bureau of Family Services, 4 per cent of all children in the

¹Interview with Grace Bryant, Information Services, Division of Research and Statistics, State Department of Social Welfare, Des Moines, Iowa, April 22, 1963.

²See Appendix A for list of contacts.

³United States Department of Health, Education, and Welfare, Aid to Families with Dependent Children, Social Security Bulletin 3, Volume XXVI (Washington: Government Printing Office, 1963), p. 3.

country were recipients.¹ Of the ADC children of school age, 96.3 per cent were attending school. In 1.2 per cent of the cases, nonattendance was legitimately due to physical or mental incapacity, but 2.8 per cent failed to attend school for other reasons not considered justifiable by the Bureau.² The survey indicated that ADC children reaching the ages of thirteen, fourteen, and fifteen were increasingly likely to drop out of school.

A nation-wide study made by the American Public Welfare Association in 1961 indicated that the educational attainment of older ADC children fell well below that of the same age group in the general population.³ This study pointed out that, although schools have generally made a great deal of progress in the last decade, little progress has been made in terms of ADC children and grade completion, dropouts, and grade retardation.⁴ In 1950, 71 per cent of former ADC recipients in the eighteen to nineteen year old sample failed to finish high school; in 1960, 70 per cent of former ADC recipients in the eighteen to twenty year old range had not graduated.⁵ Seventy-five per cent of all

¹Ibid.

²Ibid., p. 8.

³M. Elaine Burgess and Daniel O. Price, An American Dependency Challenge (Chicago: American Public Welfare Association, 1963), p. 108.

⁴Ibid., p. 130.

⁵Ibid., p. 131.

children in the ADC sample who were eighteen and over had not completed high school. Slightly less than 3 per cent of ADC graduates went on to college in 1960. As a consequence, the occupational and employment outlook of these children was not optimistic.

Undoubtedly the basic and all-pervading factor to emerge from the children's data is the need for far greater encouragement in the area of education. Vigorous emphasis should be placed on keeping the child in school. Education should serve as a basic wedge for breaking the cycle of poverty and deprivation for many ADC families.¹

In November of 1961, the Iowa State Department of Social Welfare conducted a study based upon a 10 per cent sampling of the entire ADC caseload which totaled 36,030 individuals, including 26,172 children.² Of these children, 16,510 were between the ages of six to seventeen, and all but 530 were attending school. Of the non-attenders, 371 were too young to attend according to regulations of their school districts, 75 were physically or mentally incapacitated, and 85 were out of school for other reasons.³ About 90 per cent of the children seemed to be placed in school about where they should be according to age, but 10 per cent

¹Ibid.

²State Department of Social Welfare, Iowa Public Welfare in Action, Volume VIII, No. 1 (Des Moines, Iowa: State Department of Social Welfare, 1962), p. 4.

³Ibid., p. 9.

appeared to be about two years or more retarded in school in relation to their age group.

This is a matter of concern to workers. It is, of course, known that many of the ADC children come from homes of limited educational background. Perhaps the inability of parents to help them and stimulate them toward greater school achievements is a factor in the poor school record of some of the children. Perhaps health conditions color the ability of some children to do good school work. Certainly, the abnormal home situations from which most of the ADC children come must be related to their ability to give full attention to school requirements.¹

In 1962, Sahlstrom made a study in which the school achievements of fifty-two ADC children in Mille Lacs County, Michigan were compared to a random sampling group.² He found that these children, ranging from grades seven through twelve, showed lower performances in marks, attendance, and participation in extra-curricular activities and that they tended to have lower mental ability.³

Vidmar, County Welfare Director in Elkhorn, Wisconsin, completed a study in 1961 concerning the local schools' appraisal of the adjustment of Whitewater Public School children whose parents were receiving public assistance.⁴

¹Ibid.

²Rodney E. Sahlstrom, "A Comparative Study of School Achievement of Government-aided Children and Parent-supported Children" (unpublished Master's thesis, The University of Minnesota, Duluth, 1962), p. 27.

³Ibid., p. 31.

⁴James A. Vidmar, "Adjustment of a Group of Public

Thirty-one families, involving fifty-two children, were included in the study. Thirteen of these children were listed as having high average intelligence, twelve as low average, five as inferior, and two as very inferior. Fifteen were considered to have made an unsatisfactory social adjustment, thirty-five a satisfactory adjustment, and two an excellent adjustment. Twenty-nine were felt to have made an unsatisfactory school adjustment, twenty a satisfactory adjustment, and three an excellent adjustment.¹ Half of the children were thought to have behavior problems serious enough to warrant professional attention.²

In 1960, a study of Chicago's ADC families was made by O'Reilly and Pembroke in which it was noted that 4 per cent of ADC children of school age were not in school.³ Some were working; others were reported too retarded or too disturbed to be in school. Of the children attending school, many were behind in their normal grade placement. In the eleven to twelve year old group, 40.8 per cent of ADC children were a year or more behind in grade placement. In

Assistance Children in a City School System" (Elkhorn, Wisconsin, 1961), p. 1. (Mimeographed.)

¹Ibid., pp. 2-3.

²Ibid., p. 4.

³Charles T. O'Reilly and Margaret M. Pembroke, Chicago's ADC Families (Chicago: The Loyola University School of Social Work, 1960), p. 33.

the thirteen to fourteen year old group, 41.1 per cent were behind in placement.

In response to a questionnaire, half of the mothers of these children indicated they had low educational aspirations for their children.¹ Most of these mothers reported very limited educational experiences themselves and few had any reading material in the home, according to the investigators. Three-fourths of the mothers said that at least one child had an emotional problem or a school problem.² An examination of case records of ADC families revealed that 76.9 per cent of those in the sample had children with problem behavior and that approximately one-third of the children with such problems also had school adjustment problems.

The number of individual disturbances ranged from one to ten per child and were almost evenly divided between boys and girls, in spite of the general impression that boys tend to have more disturbances than girls and the fact that there was a lack of male identification in these ADC homes. These findings seem to validate the belief that the ADC child is susceptible to emotional disturbances and vulnerable from the standpoint of mental health.³

Limitations of study. The study was limited to those students attending the Newton Junior High School during the school year 1962-1963 who had received ADC continuously

¹Ibid., p. 36.

²Ibid., p. 70.

³Ibid.

since September, 1961. Children who attained eligibility since that date were not included since short term financial, health, or domestic crises do not necessarily indicate abnormal home situations.

Survey of ADC group. A survey was made in cooperation with the Jasper County Department of Social Welfare, with the permission of the Iowa State Board of Social Welfare, to determine the number of children receiving ADC who were enrolled in the Newton Junior High School in September, 1962. Out of 1,012 students, 52 were receiving ADC. Of this number, 48 had been recipients since September, 1961. During the school year, 7 students moved or became ineligible for ADC. The remaining 41 students continued to receive ADC because of financial needs linked with the following factors of eligibility:

Father in jail	5
Parents divorced	19
Parents separated	7
Father incapacitated	6
Mother deceased	1
Father deceased	3

Selection of comparison group. Each ADC recipient was matched with a student who did not receive ADC in the following areas: age within thirty days, sex, grade placement, and intelligence quotient scores within five points on the Kuhlman-Anderson Test, Forms G and H, 1952 Edition.

Individuals in the comparison group were obtained by using the cumulative records, starting at the beginning of the alphabet and selecting the first record with a matching grade, sex, intelligence quotient score, and age within the limits stated above.

Two boys in the ADC group, because of atypical ages and very low intelligence quotient scores, could not be matched to non-ADC students. Thirty-nine ADC students were matched with 39 students who did not receive ADC. The students in the group which did not receive ADC are hereafter referred to as the Non-ADC group.

Description of ADC group and Non-ADC group. All of the students in each group were white, native-born children who attended the Newton Junior High School during the 1962-1963 school year. In each group there were 20 boys, including 7 seventh graders, 10 eighth graders, and 3 ninth graders, and 19 girls, including 4 seventh graders, 7 eighth graders, and 8 ninth graders. Kuhlman-Anderson intelligence quotient scores, matched within five points for each ADC child and his partner in the Non-ADC group, fell into the following ranges for each group:

K. A. Range	ADC GROUP			
	Boys		Girls	
	Number	Per cent	Number	Per cent
110-119	3	15.0	4	21.0
100-109	7	35.0	7	36.8

ADC GROUP (continued)

K. A. Range	Boys		Girls	
	Number	Per cent	Number	Per cent
90-99	6	30.0	5	26.4
80-89	3	15.0	2	10.5
70-79	1	5.0	1	5.3

NON-ADC GROUP

K. A. Range	Boys		Girls	
	Number	Per cent	Number	Per cent
110-119	4	20.0	4	21.0
100-109	6	30.0	6	31.6
90-99	5	25.0	6	31.6
80-89	4	20.0	2	10.5
70-79	1	5.0	1	5.3

Method of comparison. The ADC group and the Non-ADC group were compared in the following areas:

1. Grades.
2. School absences.
3. Seventh and eighth grade composite percentile scores on the Iowa Tests of Basic Skills, Form 4, 1956 Edition, hereafter referred to as the ITBS.
4. Ninth grade composite percentile scores on the Iowa Tests of Educational Development, Form X-4, 1960 Revision, hereafter referred to as the ITED.
5. The Mooney Problem Check List, Form J, Junior High Form, 1950 Revision, hereafter referred to as the MPCL.
6. Teacher Observation Rating Sheets completed by

English teachers.

The resulting data have been analyzed and presented descriptively, with the aid of tables, in the following chapter.

CHAPTER II

ANALYSIS OF DATA

This chapter deals with the collected data concerning twenty boys and nineteen girls who received ADC, paired with twenty boys and nineteen girls who did not receive ADC. Individuals in the ADC group and the Non-ADC group were matched in age, grade placement, sex, and Kuhlman-Anderson intelligence quotient scores and were then compared in the following areas: grades, school absences, ITBS composite scores, ITED composite scores, MPCL responses, and teacher observations. Because of the small number of individuals involved, no attempt was made to treat the data statistically.

I. GRADES

In the Newton Junior High School, letter grades are given for each subject. When determining grade averages, the school assigns the following numerical points:

A--4 points	Excellent
B--3 points	Above average
C--2 points	Average
D--1 point	Below average
F--0 points	Failing

Data in Table I present the 1962-1963 school year grade averages of the ADC group and the Non-ADC group. Grade averages were grouped in ranges of one-half point.

TABLE I

GRADE AVERAGES OF THE ADC GROUP AND THE NON-ADC GROUP DURING THE 1962-1963
SCHOOL YEAR, JUNIOR HIGH SCHOOL, NEWTON, IOWA, COMMUNITY SCHOOLS

Grade point average	BOYS				GIRLS				TOTAL			
	ADC group		Non-ADC group		ADC group		Non-ADC group		ADC group		Non-ADC group	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
3.5 - 4.0	0	0	0	0	0	0.0	1	5.3	0	0.0	1	2.6
3.0 - 3.4	0	0	1	5	0	0.0	1	5.3	0	0.0	2	5.1
2.5 - 2.9	2	10	6	30	3	15.8	3	15.8	5	12.8	9	23.1
2.0 - 2.4	3	15	4	20	2	10.5	6	31.5	5	12.8	10	25.6
1.5 - 1.9	7	35	4	20	8	42.1	7	36.8	15	38.5	11	28.2
1.0 - 1.4	6	30	4	20	5	26.3	1	5.3	11	28.2	5	12.8
.5 - .9	2	10	1	5	0	0.0	0	0.0	2	5.1	1	2.6
0 - .4	0	0	0	0	1	5.3	0	0.0	1	2.6	0	0.0
Totals	20	100	20	100	19	100.0	19	100.0	39	100.0	39	100.0
Mean grade average	1.5		1.9		1.7		2.1		1.6		2.0	

Boys. Five boys, or 25 per cent, in the ADC group had grade point averages of 2.0 or better. In the Non-ADC group, 11 boys, or 55 per cent, achieved grade averages of 2.0 or better. Fifteen ADC boys, or 75 per cent, had grades below 2.0, whereas 9 boys, or 45 per cent, in the Non-ADC group were in this range. Mean grade average for ADC boys was 1.5. For the Non-ADC group, the mean was 1.9.

Girls. In the ADC group, 5 girls, or 26.3 per cent, earned grades of 2.0 or better, whereas in the Non-ADC group, 11 girls, or 57.9 per cent, had grades of 2.0 or better. Fourteen ADC girls, or 73.7 per cent, and 8 Non-ADC girls, or 42.1 per cent, earned grades below 2.0. Mean in the ADC group was 1.7, whereas in the Non-ADC group, the mean was 2.1.

Summary. Highest grades were earned by girls in the Non-ADC group. Boys in the Non-ADC group achieved slightly better grades than did girls in the ADC group, and boys in the ADC group had the lowest grades of all. In the ADC group, no one achieved grades over 2.9, whereas in the Non-ADC group, 3 people, or 7.7 per cent did so. Ten ADC students, or 25.6 per cent, and 19 Non-ADC students, or 48.7 per cent, earned grades between 2.0 and 2.9. Twenty-nine ADC students, or 74.4 per cent, and 17 Non-ADC students, or 43.6 per cent, earned grades below 2.0.

II. SCHOOL ABSENCES

Absences, for purposes of tabulation, were grouped as follows: zero to four days, five to nine days, ten to fourteen days, fifteen to nineteen days, twenty to twenty-four days, and twenty-five or more days. Table II presents the absences of both groups during the 1962-1963 school year.

Boys. There was little difference in absences between the boys in the ADC group and the Non-ADC group. Eight ADC boys, or 40 per cent, and 6 Non-ADC boys, or 30 per cent, missed four or less days of school. Missing five to nine days of school were 6 ADC boys, or 30 per cent, and 7 Non-ADC boys, or 35 per cent. Missing ten or more days of school were 6 ADC boys, or 30 per cent, and 7 Non-ADC boys, or 35 per cent. The mean number of days missed by the ADC boys was 8.8 days, whereas for the Non-ADC boys, the mean number of days missed was 8.0.

Girls. Non-ADC girls tended to miss fewer school days than did those in the ADC group. Seven ADC girls, or 36.8 per cent, and 10 Non-ADC girls, or 52.6 per cent, missed four or less days of school. Missing five to nine days of school were 4 ADC girls, or 21.1 per cent, and 8 Non-ADC girls, or 42.1 per cent. Missing ten or more days

TABLE II

ABSENCES OF THE ADC GROUP AND THE NON-ADC GROUP DURING THE
1962-1963 SCHOOL YEAR, JUNIOR HIGH SCHOOL,
NEWTON, IOWA, COMMUNITY SCHOOLS

Days absent	BOYS				GIRLS				TOTAL			
	ADC group		Non-ADC group		ADC group		Non-ADC group		ADC group		Non-ADC group	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
0 - 4	8	40	6	30	7	36.8	10	52.6	15	38.5	16	41.0
5 - 9	6	30	7	35	4	21.1	8	42.1	10	25.6	15	38.5
10 - 14	1	5	6	30	3	15.8	0	0.0	4	10.3	6	15.4
15 - 19	1	5	0	0	2	10.5	0	0.0	3	7.7	0	0.0
20 - 24	2	10	0	0	0	0.0	0	0.0	2	5.1	0	0.0
25 and over	2	10	1	5	3	15.8	1	5.3	5	12.8	2	5.1
Totals	20	100	20	100	19	100.0	19	100.0	39	100.0	39	100.0
Mean days missed	8.8		8.0		9.8		6.3		9.3		7.2	

of school were 8 ADC girls, or 42.1 per cent, and 1 Non-ADC girl, or 5.3 per cent. The mean number of days missed by the ADC girls was 9.8, whereas the mean for the Non-ADC girls was 6.3 days.

Summary. Girls in the ADC group missed the greatest number of school days. Boys in the ADC group missed less than the ADC girls, but missed slightly more than the boys in the Non-ADC group. Girls in the Non-ADC group missed the least number of days.

III. IOWA TESTS OF BASIC SKILLS

Seventh and eighth grade students were given the ITBS in January, 1963. The composite percentile scores of the seventeen boys and eleven girls in each group are grouped in Table III.

Boys. None of the ADC boys scored above the fifty-ninth percentile, but 5 Non-ADC boys, or 29.4 per cent did. Two ADC boys, or 11.8 per cent, scored between the fortieth and fifty-ninth percentiles, whereas 5 Non-ADC boys, or 29.4 per cent, scored in this range. Nine in the ADC group, or 53 per cent, and 2 in the Non-ADC group, or 11.8 per cent, had scores in the range between the twentieth and thirty-ninth percentiles. Six ADC boys, or 35.2 per cent, and 5 Non-ADC boys, or 29.4 per cent, scored at the nine-

TABLE III

SEVENTH AND EIGHTH GRADE ITBS COMPOSITE PERCENTILE SCORES FOR THE
ADC GROUP AND THE NON-ADC GROUP, JUNIOR HIGH SCHOOL,
NEWTON, IOWA, COMMUNITY SCHOOLS, JANUARY, 1963

Composite percentile scores	BOYS				GIRLS				TOTAL			
	ADC group		Non-ADC group		ADC group		Non-ADC group		ADC group		Non-ADC group	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
80-99	0	0.0	1	5.9	0	0.0	0	0.0	0	0.0	1	3.6
60-79	0	0.0	4	23.5	0	0.0	0	0.0	0	0.0	4	14.2
40-59	2	11.8	5	29.4	2	18.2	2	18.2	4	14.2	7	25
20-39	9	53	2	11.8	3	27.3	6	54.5	12	42.9	8	28.6
-19	6	35.2	5	29.4	6	54.5	3	27.3	12	42.9	8	28.6
Totals	17	100.0	17	100.0	11	100.0	11	100.0	28	100.0	28	100.0
Mean score	22.7		42.9		19.4		24.6		21.4		35.7	

teenth percentile or below. Mean scores were 22.7 for the boys in the ADC group and 42.9 for the boys in the Non-ADC group.

Girls. There were no scores above the fifty-ninth percentile in either the ADC or the Non-ADC group. In each group, 2 girls, or 18.2 per cent, had scores between the fortieth and the fifty-ninth percentiles. Three ADC girls, or 27.3 per cent, and 6 Non-ADC girls, or 54.5 per cent, had scores between the twentieth and thirty-ninth percentiles. Six ADC girls, or 54.5 per cent, and 3 Non-ADC girls, or 27.3 per cent, scored at the nineteenth percentile or below. Mean scores were 19.4 for the ADC girls and 24.6 for the Non-ADC girls.

Summary. No boys or girls in the ADC group or girls in the Non-ADC group scored above the fifty-ninth percentile. The highest scores were made by Non-ADC boys. Girls in the Non-ADC group made somewhat better scores than boys in the ADC group. Lowest scores were made by the girls in the ADC group.

IV. IOWA TESTS OF EDUCATIONAL DEVELOPMENT

Ninth grade students were given the ITED in September, 1962. The composite percentile scores of the three boys and eight girls in each group are grouped in Table IV.

TABLE IV

NINTH GRADE ITED COMPOSITE PERCENTILE SCORES FOR THE ADC GROUP AND THE
NON-ADC GROUP, JUNIOR HIGH SCHOOL, NEWTON, IOWA,
COMMUNITY SCHOOLS, SEPTEMBER, 1962

Composite percentile score	BOYS				GIRLS				TOTAL			
	ADC group		Non-ADC group		ADC group		Non-ADC group		ADC group		Non-ADC group	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
80-99	0	0.0	1	33.3	0	0.0	4	50	0	0.0	5	45.4
60-79	1	33.3	0	0.0	1	12.5	0	0.0	2	18.2	0	0.0
40-59	1	33.3	1	33.3	5	62.5	3	37.5	6	54.6	4	36.4
20-39	1	33.3	1	33.3	0	0.0	1	12.5	1	9	2	18.2
-19	0	0.0	0	0.0	2	25	0	0.0	2	18.2	0	0.0
Totals	3	100.0	3	100.0	8	100.0	8	100.0	11	100.0	11	100.0
Mean score	56.7		57.3		46.6		71.6		49.4		67.7	

Boys. Since there were only three boys in each group, data may be biased by lack of numbers. In the ADC group, one boy scored between the sixtieth and seventy-ninth percentiles, one between the fortieth and fifty-ninth percentiles, and one between the twentieth and thirty-ninth percentiles. In the Non-ADC group, one boy scored between the eightieth and ninety-ninth percentiles, one between the fortieth and fifty-ninth percentiles, and one between the twentieth and thirty-ninth percentiles. ADC group mean was 56.7 and the Non-ADC group mean was 57.3.

Girls. No ADC girls scored at the eightieth percentile or above, but 4 Non-ADC girls, or 50 per cent, did so. One ADC girl, or 12.5 per cent, scored between the sixtieth and seventy-ninth percentiles, in contrast with no Non-ADC girls. In the middle range, between the fortieth and fifty-ninth percentiles, there were 5 ADC girls, or 62.5 per cent, whereas there were 3 Non-ADC girls, or 37.5 per cent. One Non-ADC girl, or 12.5 per cent, scored between the twentieth and thirty-ninth percentiles. Two ADC girls, or 25 per cent, scored at the nineteenth percentile or below. The mean score for ADC girls was 46.6, whereas the mean score for Non-ADC girls was 71.6.

V. MOONEY PROBLEM CHECK LIST

The MPCL, Junior High Form, consists of the following seven problem areas: "Health and Physical Development," "School," "Home and Family," "Money, Work, The Future," "Boy and Girl Relations," "Relations to People in General," and "Self-Centered Concerns." Each area contains thirty items. The MPCL was administered to both groups in April, 1963. Individual items which were of concern to six or more boys or girls in either the ADC or the Non-ADC group have been noted in the following descriptions of each area.

"Health and Physical Development." Data in Table V present the responses of the ADC group to the problems in the area of "Health and Physical Development," and Table Va gives the responses of the Non-ADC group.

The responses to the items of most concern for boys are as follows: 1 ADC boy, or 5 per cent, and 7 Non-ADC boys, or 35 per cent, indicated being overweight was a problem; 6 ADC boys, or 30 per cent, and 3 Non-ADC boys, or 15 per cent, were concerned about trouble with their eyes; and 7 boys in each group, or 35 per cent in each, felt they were not as strong as some boys. Although this was not the area of greatest concern to either group, the boys in the ADC group marked 67 items, whereas the boys in the Non-ADC group marked 59 items.

TABLE V

DEGREE OF CONCERN IN AREA OF HEALTH AND PHYSICAL DEVELOPMENT INDICATED BY TWENTY
BOYS AND NINETEEN GIRLS IN THE ADC GROUP ATTENDING THE JUNIOR HIGH
SCHOOL, NEWTON, IOWA, COMMUNITY SCHOOLS, APRIL, 1963

Area I, Health and Physical Development	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Often have headaches	0	0	1	5.3	1	2.6
Don't get enough sleep	4	20	4	21.1	8	20.5
Have trouble with my teeth	2	10	2	10.5	4	10.3
Not as healthy as I should be	2	10	2	10.5	4	10.3
Not getting outdoors enough	1	5	4	21.1	5	12.8
Too short for my age	5	25	2	10.5	7	17.9
Too tall for my age	0	0	1	5.3	1	2.6
Having poor posture	1	5	7	36.8	8	20.5
Poor complexion or skin trouble	4	20	8	42.1	12	30.8
Not good looking	2	10	9	47.4	11	28.2
Not eating the right food	2	10	7	36.8	9	23.1
Often not hungry for my meals	3	15	4	21.1	7	17.9
Overweight	1	5	8	42.1	9	23.1
Underweight	2	10	2	10.5	4	10.3
Missing too much school because of illness	1	5	4	21.1	5	12.8

TABLE V (continued)

Area I, Health and Physical Development	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Often have a sore throat	3	15	4	21.1	7	17.9
Catch a good many colds	2	10	7	36.8	9	23.1
Often get sick	1	5	3	15.8	4	10.3
Often have pains in my stomach	2	10	3	15.8	5	12.8
Afraid I may need an operation	2	10	0	0.0	2	5.1
Can't hear well	1	5	2	10.5	3	7.7
Can't talk plainly	4	20	3	15.8	7	17.9
Trouble with my eyes	6	30	3	15.8	9	23.1
Smoking	1	5	0	0.0	1	2.6
Getting tired easily	3	15	2	10.5	5	12.8
Nose or sinus trouble	0	0	0	0.0	0	0.0
Trouble with my feet	3	15	3	15.8	6	15.4
Not being as strong as some other kids	7	35	1	5.3	8	20.5
Too clumsy and awkward	1	5	1	5.3	2	5.1
Bothered by a physical handicap	1	5	1	5.3	2	5.1

TABLE Va

DEGREE OF CONCERN IN AREA OF HEALTH AND PHYSICAL DEVELOPMENT INDICATED BY TWENTY
BOYS AND NINETEEN GIRLS IN THE NON-ADC GROUP ATTENDING THE JUNIOR HIGH
SCHOOL, NEWTON, IOWA, COMMUNITY SCHOOLS, APRIL, 1963

Area I, Health and Physical Development	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Often have headaches	1	5	2	10.5	3	7.7
Don't get enough sleep	4	20	4	21.1	8	20.5
Have trouble with my teeth	2	10	3	15.8	5	12.8
Not as healthy as I should be	2	10	0	0.0	2	5.1
Not getting outdoors enough	0	0	0	0.0	0	0.0
Too short for my age	3	15	2	10.5	5	12.8
Too tall for my age	0	0	2	10.5	2	5.1
Having poor posture	1	5	3	15.8	4	10.3
Poor complexion or skin trouble	2	10	7	36.8	9	23.1
Not good looking	1	5	5	26.3	6	15.4
Not eating the right food	1	5	3	15.8	4	10.3
Often not hungry for my meals	1	5	4	21.1	5	12.8
Overweight	7	35	5	26.3	12	30.8
Underweight	2	10	3	15.8	5	12.8
Missing too much school because of illness	1	5	1	5.3	2	5.1

TABLE Va (continued)

Area I, Health and Physical Development	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Often have a sore throat	0	0	2	10.5	2	5.1
Catch a good many colds	4	20	2	10.5	6	15.4
Often get sick	2	10	1	5.3	3	7.7
Often have pains in my stomach	3	15	3	15.8	6	15.4
Afraid I may need an operation	0	0	0	0.0	0	0.0
Can't hear well	2	10	0	0.0	2	5.1
Can't talk plainly	2	10	0	0.0	2	5.1
Trouble with my eyes	3	15	2	10.5	5	12.8
Smoking	1	5	0	0.0	1	2.6
Getting tired easily	2	10	0	0.0	2	5.1
Nose or sinus trouble	1	5	0	0.0	1	2.6
Trouble with my feet	2	10	3	15.8	5	12.8
Not being as strong as some other kids	7	35	1	5.3	8	20.5
Too clumsy and awkward	2	10	0	0.0	2	5.1
Bothered by a physical handicap	0	0	0	0.0	0	0.0

The responses to the items of most concern for girls were as follows: 7 ADC girls, or 36.8 per cent, and 3 Non-ADC girls, or 15.8 per cent, indicated concern over poor posture; 8 ADC girls, or 42.1 per cent, and 7 Non-ADC girls, or 36.8 per cent, reported poor complexion or skin trouble; 9 ADC girls, or 47.4 per cent, and 5 Non-ADC girls, or 26.3 per cent, were worried about not being good looking; 7 ADC girls, or 36.8 per cent, and 3 Non-ADC girls, or 15.8 per cent, showed concern over not eating the right food; 8 ADC girls, or 42.1 per cent, and 5 Non-ADC girls, or 26.3 per cent, felt they were overweight; and 7 ADC girls, or 36.8 per cent, and 2 Non-ADC girls, or 10.5 per cent, were concerned about catching colds. Girls in the ADC group marked a total of 98 items in this area, whereas Non-ADC girls marked 58 items.

In summarization of data presented in Tables V and Va, pages 28 through 31, boys and girls in the Non-ADC group marked about the same number of problems, boys in the ADC group marked slightly more problems, and girls in the ADC group marked an appreciably greater number of problems.

"School." Tables VI and VIa present the students' responses to the items in the area of "School."

The responses to the items of most concern for boys were as follows: 12 ADC boys, or 60 per cent, and 8 Non-ADC

TABLE VI

DEGREE OF CONCERN IN AREA OF SCHOOL INDICATED BY TWENTY BOYS AND
NINETEEN GIRLS IN THE ADC GROUP ATTENDING THE JUNIOR HIGH
SCHOOL, NEWTON, IOWA, COMMUNITY SCHOOLS, APRIL, 1963

Area II, School	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Getting low grades in school	12	60	11	57.9	23	58.9
Afraid of tests	5	25	2	10.5	7	17.9
Being a grade behind in school	2	10	3	15.8	5	12.8
Don't like to study	7	35	8	42.1	15	38.5
Not interested in books	6	30	6	31.6	12	30.8
Afraid of failing in school work	9	45	9	47.4	18	46.1
Trouble with arithmetic	6	30	5	26.3	11	28.2
Trouble with spelling or grammar	9	45	3	15.8	12	30.8
Slow in reading	7	35	7	36.8	14	35.9
Trouble with writing	3	15	4	21.1	7	17.9
Not spending enough time in study	10	50	10	52.6	20	51.3
Too much school work to do at home	0	0	2	10.5	2	5.1
Can't keep my mind on my studies	10	50	9	47.4	19	48.7
Worried about grades	11	55	11	57.9	22	56.4
Not smart enough	5	25	9	47.4	14	35.9

TABLE VI (continued)

Area II, School	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Don't like school	4	20	5	26.3	9	23.1
School is too strict	5	25	2	10.5	7	17.9
So often feel restless in classes	9	45	9	47.4	18	46.2
Not getting along with a teacher	3	15	2	10.5	5	12.8
Teachers not practicing what they preach	3	15	3	15.8	6	15.4
Textbooks hard to understand	0	0	2	10.5	2	5.1
Trouble with oral reports	6	30	8	42.1	14	35.9
Trouble with written reports	4	20	2	10.5	6	15.4
Poor memory	2	10	3	15.8	5	12.8
Afraid to speak up in class	7	35	9	47.4	16	41.0
Dull classes	6	30	6	31.6	12	30.8
Too little freedom in classes	1	5	1	5.3	2	5.1
Not enough discussion in classes	5	25	2	10.5	7	17.9
Not interested in certain subjects	8	40	9	47.4	17	43.7
Made to take subjects I don't like	3	15	2	10.5	5	12.8

TABLE VIa

DEGREE OF CONCERN IN AREA OF SCHOOL INDICATED BY TWENTY BOYS AND
NINETEEN GIRLS IN THE NON-ADC GROUP ATTENDING THE JUNIOR HIGH
SCHOOL, NEWTON, IOWA, COMMUNITY SCHOOLS, APRIL, 1963

Area II, School	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Getting low grades in school	8	40	8	42.1	16	41.0
Afraid of tests	3	15	10	52.6	13	33.3
Being a grade behind in school	1	5	2	10.5	3	7.7
Don't like to study	6	30	2	10.5	8	20.5
Not interested in books	1	5	3	15.8	4	10.3
Afraid of failing in school work	5	25	7	36.8	12	30.8
Trouble with arithmetic	5	25	9	47.4	14	35.9
Trouble with spelling or grammar	9	45	4	21.1	13	33.3
Slow in reading	2	10	4	21.1	6	15.4
Trouble with writing	3	15	3	15.8	6	15.4
Not spending enough time in study	6	30	10	52.6	16	41.0
Too much school work to do at home	0	0	0	0.0	0	0.0
Can't keep my mind on my studies	10	50	8	42.1	18	46.2
Worried about grades	9	45	6	31.6	15	38.5
Not smart enough	3	15	4	21.1	7	17.9

TABLE VIa (continued)

Area II, School	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Don't like school	2	10	0	0.0	2	5.1
School is too strict	3	15	0	0.0	3	7.7
So often feel restless in classes	7	35	4	21.1	11	28.2
Not getting along with a teacher	6	30	1	5.3	7	17.9
Teachers not practicing what they preach	2	10	2	10.5	4	10.3
Textbooks hard to understand	2	10	0	0.0	2	5.1
Trouble with oral reports	3	15	5	26.3	8	20.5
Trouble with written reports	3	15	0	0.0	3	7.7
Poor memory	4	20	3	15.8	7	17.9
Afraid to speak up in class	6	30	8	42.1	14	35.9
Dull classes	6	30	3	15.8	9	23.1
Too little freedom in classes	5	25	0	0.0	5	12.8
Not enough discussion in classes	3	15	0	0.0	3	7.7
Not interested in certain subjects	5	25	3	15.8	8	20.5
Made to take subjects I don't like	2	10	0	0.0	2	5.1

boys, or 40 per cent, were worried about getting low grades; 7 ADC boys, or 35 per cent, and 6 Non-ADC boys, or 30 per cent, indicated not liking to study; 6 ADC boys, or 30 per cent, and 1 Non-ADC boy, or 5 per cent, were not interested in books; 9 ADC boys, or 45 per cent, and 5 Non-ADC boys, or 25 per cent, worried about failing; 6 ADC boys, or 30 per cent, and 5 Non-ADC boys, or 25 per cent, reported trouble with arithmetic; 9 boys in both groups, or 45 per cent in each group, indicated trouble with spelling or grammar; 7 ADC boys, or 35 per cent, and 2 Non-ADC boys, or 10 per cent, felt they were slow in reading; 10 ADC boys, or 50 per cent, and 6 Non-ADC boys, or 30 per cent, did not spend enough time in study; 10 boys in each group, or 50 per cent in each, could not keep their minds on studies; 11 ADC boys, or 55 per cent, and 9 Non-ADC boys, or 45 per cent, worried over grades; 9 ADC boys, or 45 per cent, and 7 Non-ADC boys, or 35 per cent, felt restless in classes; 6 ADC boys, or 30 per cent, and 3 Non-ADC boys, or 15 per cent, worried over oral reports; 7 ADC boys, or 35 per cent, and 6 Non-ADC boys, or 30 per cent, were afraid to speak in class; 6 boys in each group, or 30 per cent in each, were troubled over dull classes; and 8 ADC boys, or 40 per cent, and 5 Non-ADC boys, or 25 per cent, were not interested in certain subjects. School was the area of greatest concern to both groups. ADC boys marked 168 items and Non-ADC boys marked

130 items.

The responses to the items of most concern for girls were as follows: 11 girls in the ADC group, or 57.9 per cent, and 8 Non-ADC girls, or 42.1 per cent, were concerned over low grades; 2 ADC girls, or 10.5 per cent, and 10 Non-ADC girls, or 52.6 per cent, feared tests; 8 ADC girls, or 42.1 per cent, and 2 Non-ADC girls, or 10.5 per cent, did not like to study; 6 ADC girls, or 31.6 per cent, and 3 Non-ADC girls, or 15.8 per cent, were not interested in books; 9 ADC girls, or 47.4 per cent, and 7 Non-ADC girls, or 36.8 per cent, were afraid of failing in school work; 5 ADC girls, or 26.3 per cent, and 9 Non-ADC girls, or 47.4 per cent, were troubled over arithmetic; 7 ADC girls, or 36.8 per cent, and 4 Non-ADC girls, or 21.1 per cent, felt they were slow readers; 10 in each group, or 52.6 per cent in each, thought they did not study enough; 9 ADC girls, or 47.4 per cent, and 8 Non-ADC girls, or 42.1 per cent, had difficulty concentrating on studies; 11 ADC girls, or 57.9 per cent, and 6 Non-ADC girls, or 31.6 per cent, worried about grades; 9 ADC girls, or 47.4 per cent, and 4 Non-ADC girls, or 21.1 per cent, were concerned over not being smart; 9 ADC girls, or 47.4 per cent, and 4 Non-ADC girls, or 21.1 per cent, felt restless in classes; 8 ADC girls, or 42.1 per cent, and 5 Non-ADC girls, or 26.3 per cent worried about oral reports; 9 ADC girls, or 47.4 per

cent, and 8 Non-ADC girls, or 42.1 per cent, were afraid to speak in class; 6 ADC girls, or 31.6 per cent, and 3 Non-ADC girls, or 15.8 per cent, were concerned about dull classes; and 9 ADC girls, or 47.4 per cent, and 3 Non-ADC girls, or 15.8 per cent, were not interested in certain subjects. Both groups marked more items in the area of "School" than in any other area. ADC girls marked 164 items and Non-ADC girls marked 109 items.

In summarization of data presented in Tables VI and VIa, pages 33 through 36, the area of "School" was clearly the area of greatest concern to boys and girls in both groups. ADC boys marked the greatest number of items, followed by the ADC girls. Non-ADC boys and girls marked fewer items than the ADC group, but Non-ADC boys marked more items than Non-ADC girls.

"Home and Family." Tables VII and VIIa present responses to the items of most concern in the area of "Home and Family."

The responses to the items of most concern for boys were as follows: 7 ADC boys, or 35 per cent, and 2 Non-ADC boys, or 10 per cent, were concerned over parents being separated or divorced; 6 ADC boys, or 30 per cent, and 4 Non-ADC boys, or 20 per cent, worried about parents not liking their friends; 7 ADC boys, or 35 per cent, and 4 Non-ADC boys, or 20 per cent, did not get along with a

TABLE VII

DEGREE OF CONCERN IN AREA OF HOME AND FAMILY INDICATED BY TWENTY BOYS AND
NINETEEN GIRLS IN THE ADC GROUP ATTENDING THE JUNIOR HIGH SCHOOL,
NEWTON, IOWA, COMMUNITY SCHOOLS, APRIL, 1963

Area III, Home and Family	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Being an only child	0	0	0	0.0	0	0.0
Not living with my parents	0	0	2	10.5	2	5.1
Worried about someone in the family	2	10	2	10.5	4	10.3
Parents working too hard	0	0	2	10.5	2	5.1
Never having any fun with mother or dad	3	15	1	5.3	4	10.3
Sickness at home	1	5	1	5.3	2	5.1
Dead in the family	1	5	1	5.3	2	5.1
Mother or father not living	0	0	2	10.5	2	5.1
Parents separated or divorced	7	35	8	42.1	15	38.5
Parents not understanding me	5	25	2	10.5	7	17.9
Being treated like a small child at home	2	10	1	5.3	3	7.7
Parents favoring a brother or sister	3	15	3	15.8	6	15.4
Parents making too many decisions for me	3	15	0	0.0	3	7.7
Parents expecting too much of me	0	0	2	10.5	2	5.1
Wanting things my parents won't give me	2	10	1	5.3	3	7.7

TABLE VII (continued)

Area III, Home and Family	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Being criticized by my parents	1	5	0	0.0	1	2.6
Parents not liking my friends	6	30	6	31.6	12	30.8
Parents not trusting me	2	10	5	26.3	7	17.9
Parents old-fashioned in their ideas	5	25	5	26.3	10	25.6
Unable to discuss certain problems at home	3	15	5	26.3	8	20.5
Family quarrels	3	15	3	15.8	6	15.4
Not getting along with a brother or sister	7	35	4	21.1	11	28.2
Not telling parents everything	3	15	3	15.8	6	15.4
Wanting more freedom at home	1	5	5	26.3	6	15.4
Wanting to live in a different neighborhood	3	15	6	31.6	9	23.1
Clash of opinions between me and my parents	2	10	1	5.3	3	7.7
Talking back to my parents	3	15	3	15.8	6	15.4
Mother	0	0	2	10.5	2	5.1
Father	0	0	2	10.5	2	5.1
Wanting to run away from home	2	10	1	5.3	3	7.7

TABLE VIIa

DEGREE OF CONCERN IN AREA OF HOME AND FAMILY INDICATED BY TWENTY BOYS AND
NINETEEN GIRLS IN THE NON-ADC GROUP ATTENDING THE JUNIOR HIGH
SCHOOL, NEWTON, IOWA, COMMUNITY SCHOOLS, APRIL, 1963

Area III, Home and Family	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Being an only child	0	0	0	0.0	0	0.0
Not living with my parents	1	5	0	0.0	1	2.6
Worried about someone in the family	2	10	3	15.8	5	12.8
Parents working too hard	1	5	0	0.0	1	2.6
Never having any fun with mother or dad	3	15	3	15.8	6	15.4
Sickness at home	0	0	0	0.0	0	0.0
Dead in the family	1	5	0	0.0	1	2.6
Mother or father not living	0	0	0	0.0	0	0.0
Parents separated or divorced	2	10	1	5.3	3	7.7
Parents not understanding me	1	5	4	21.1	5	12.8
Being treated like a small child at home	2	10	2	10.5	4	10.3
Parents favoring a brother or sister	2	10	4	21.1	6	15.4
Parents making too many decisions for me	2	10	2	10.5	4	10.3
Parents expecting too much of me	1	5	0	0.0	1	2.6
Wanting things my parents won't give me	2	10	1	5.3	3	7.7

TABLE VIIa (continued)

Area III, Home and Family	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Being criticized by my parents	0	0	3	15.8	3	7.7
Parents not liking my friends	4	20	4	21.1	8	20.5
Parents not trusting me	1	5	6	31.6	7	17.9
Parents old-fashioned in their ideas	3	15	6	31.6	9	23.1
Unable to discuss certain problems at home	2	10	2	10.5	4	10.3
Family quarrels	2	10	3	15.8	5	12.8
Not getting along with a brother or sister	4	20	4	21.1	8	20.5
Not telling parents everything	4	20	5	26.3	9	23.1
Wanting more freedom at home	2	10	1	5.3	3	7.7
Wanting to live in a different neighborhood	2	10	0	0.0	2	5.1
Clash of opinions between me and my parents	0	0	2	10.5	2	5.1
Talking back to my parents	2	10	5	26.3	7	17.9
Mother	0	0	3	15.8	3	7.7
Father	2	10	2	10.5	4	10.3
Wanting to run away from home	2	10	3	15.8	5	12.8

brother or sister. "Home and Family" did not appear to be an area of major concern to either group of boys, but was of more concern to the ADC boys, who indicated 70 items, than to the Non-ADC boys, who indicated 50 items.

The responses of most concern for girls in both groups were as follows: 8 ADC girls, or 42.1 per cent, and 1 Non-ADC girl, or 5.3 per cent, worried because parents were separated or divorced; 6 ADC girls, or 31.6 per cent, and 4 Non-ADC girls, or 21.1 per cent, felt parents did not like their friends; 5 ADC girls, or 26.3 per cent, and 6 Non-ADC girls, or 31.6 per cent, thought parents did not trust them; 5 ADC girls, or 26.3 per cent, and 6 Non-ADC girls, or 31.6 per cent, considered parents old-fashioned in their ideas; and 6 ADC girls, or 31.6 per cent, but none in the Non-ADC group wanted to live in a different neighborhood. In the area of "Home and Family," ADC girls marked 79 items and Non-ADC girls marked 69 items.

In summarizing the data presented in Tables VII and VIIa, pages 40 through 43, the area of "Home and Family" appeared to be of greatest concern to girls in the ADC group. ADC boys and Non-ADC girls showed about the same concern and Non-ADC boys indicated the least concern.

"Money, Work, The Future." Data in Table VIII present the responses of the ADC group to problems in the area "Money, Work, The Future," and Table VIIIa gives the

TABLE VIII

DEGREE OF CONCERN IN AREA OF MONEY, WORK, THE FUTURE INDICATED BY TWENTY BOYS
AND NINETEEN GIRLS IN THE ADC GROUP ATTENDING THE JUNIOR HIGH
SCHOOL, NEWTON, IOWA, COMMUNITY SCHOOLS, APRIL, 1963

Area IV, Money, Work, The Future	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Spending money foolishly	3	15	6	31.6	9	23.1
Having to ask parents for money	3	15	4	21.1	7	17.9
Having no regular allowance	3	15	5	26.3	8	20.5
Family worried about money	4	20	4	21.1	8	20.5
Having no car in the family	4	20	6	31.6	10	25.6
Too few nice clothes	2	10	4	21.1	6	15.4
Wanting to earn some of my own money	7	35	8	42.1	15	38.5
Wanting to buy more of my own things	5	25	3	15.8	8	20.5
Not known how to buy things wisely	1	5	1	5.3	2	5.1
Too little spending money	5	25	3	15.8	8	20.5
Restless to get out of school and into a job	3	15	2	10.5	5	12.8
Not knowing how to look for a job	1	5	0	0.0	1	2.6
Needing to find a part-time job now	3	15	3	15.8	6	15.4
Having less money than my friends have	3	15	4	21.1	7	17.9
Having to work too hard for the money I get	2	10	1	5.3	3	7.7

TABLE VIII (continued)

Area IV, Money, Work, The Future	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Choosing best subjects to take next term	2	10	4	21.1	6	15.4
Deciding what to take in high school	2	10	5	26.3	7	17.9
Wanting advice on what to do after high school	1	5	8	42.1	9	23.1
Wanting to know more about college	3	15	0	0.0	3	7.7
Wanting to know more about trades	1	5	2	10.5	3	7.7
Needing a job during vacations	6	30	9	47.4	15	38.5
Needing to know my vocational abilities	0	0	0	0.0	0	0.0
Needing to decide on an occupation	0	0	2	10.5	2	5.1
Needing to know more about occupations	0	0	1	5.3	1	2.6
Wondering if I've chosen the right vocation	1	5	0	0.0	1	2.6
Afraid of the future	2	10	1	5.3	3	7.7
Not knowing what I really want	2	10	3	15.8	5	12.8
Concerned about military service	4	20	1	5.3	5	12.8
Wondering if I'll ever get married	1	5	5	26.3	6	15.4
Wondering what becomes of people when they die	1	5	4	21.1	5	12.8

TABLE VIIIa

DEGREE OF CONCERN IN AREA OF MONEY, WORK, THE FUTURE INDICATED BY TWENTY BOYS
AND NINETEEN GIRLS IN THE NON-ADC GROUP ATTENDING THE JUNIOR HIGH
SCHOOL, NEWTON, IOWA, COMMUNITY SCHOOLS, APRIL, 1963

Area IV, Money, Work, The Future	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Spending money foolishly	6	30	2	10.5	8	20.5
Having to ask parents for money	5	25	3	15.8	8	20.5
Having no regular allowance	2	10	4	21.1	6	15.4
Family worried about money	3	15	3	15.8	6	15.4
Having no car in the family	0	0	1	5.3	1	2.6
Too few nice clothes	1	5	1	5.3	2	5.1
Wanting to earn some of my own money	5	25	5	26.3	10	25.6
Wanting to buy more of my own things	4	20	3	15.8	7	17.9
Not known how to buy things wisely	4	20	1	5.3	5	12.8
Too little spending money	3	15	0	0.0	3	7.7
Restless to get out of school and into a job	1	5	0	0.0	1	2.6
Not knowing how to look for a job	1	5	0	0.0	1	2.6
Needing to find a part-time job now	3	15	1	5.3	4	10.3
Having less money than my friends have	1	5	1	5.3	2	5.1
Having to work too hard for the money I get	0	0	0	0.0	0	0.0

TABLE VIIIa (continued)

Area IV, Money, Work, The Future	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Choosing best subjects to take next term	2	10	1	5.3	3	7.7
Deciding what to take in high school	2	10	0	0.0	2	5.1
Wanting advice on what to do after high school	1	5	2	10.5	3	7.7
Wanting to know more about college	3	15	3	15.8	6	15.4
Wanting to know more about trades	1	5	0	0.0	1	2.6
Needing a job during vacations	4	20	4	21.1	8	20.5
Needing to know my vocational abilities	0	0	0	0.0	0	0.0
Needing to decide on an occupation	1	5	0	0.0	1	2.6
Needing to know more about occupations	1	5	0	0.0	1	2.6
Wondering if I've chosen the right vocation	1	5	0	0.0	1	2.6
Afraid of the future	1	5	3	15.8	4	10.3
Not knowing what I really want	4	20	0	0.0	4	10.3
Concerned about military service	4	20	0	0.0	4	10.3
Wondering if I'll ever get married	3	15	1	5.3	4	10.3
Wondering what becomes of people when they die	3	15	1	5.3	4	10.3

responses of the Non-ADC group.

Items of most concern for boys were as follows:

3 ADC boys, or 15 per cent, and 6 Non-ADC boys, or 30 per cent, were concerned about spending money foolishly; 7 ADC boys, or 35 per cent, and 5 Non-ADC boys, or 25 per cent, wanted to earn some of their own money; and 6 ADC boys, or 30 per cent, and 4 Non-ADC boys, or 20 per cent, expressed concern over needing a job during vacations. There was little difference between the two groups in the area of "Money, Work, The Future." ADC boys responded to 75 items and Non-ADC boys responded to 70 items.

Items of most concern for girls in the area of "Money, Work, The Future," were as follows: 6 ADC girls, or 31.6 per cent, and 2 Non-ADC girls, or 10.5 per cent, were troubled over spending money foolishly; 6 ADC girls, or 31.6 per cent, and 1 Non-ADC girl, or 5.3 per cent, were concerned about having no car in the family; 8 ADC girls, or 42.1 per cent, and 5 Non-ADC girls, or 26.3 per cent, wanted to earn some of their own money; 8 ADC girls, or 42.1 per cent, and 2 Non-ADC girls, or 10.5 per cent, wanted advice on what to do after high school; and 9 ADC girls, or 47.4 per cent, and 4 Non-ADC girls, or 21.1 per cent, felt they needed a job during vacations. The ADC girls marked 99 items in this area and the Non-ADC girls marked only 40 items.

In summarizing Tables VIII and VIIIA, pages 45 through 48, girls in the ADC group indicated the most concern over the area of "Money, Work, The Future," girls in the Non-ADC group showed the least concern, and boys in both groups indicated about the same amount of concern.

"Boy and Girl Relations." Responses of students to the items in the area of "Boy and Girl Relations" are presented in Tables IX and IXa.

Of most concern for boys in this area was the item, "Going out with the opposite sex," with 6 ADC boys, or 30 per cent, and 5 Non-ADC boys, or 25 per cent, indicating it. Otherwise this was the least critical area for boys. The ADC boys marked 66 items of concern, whereas the Non-ADC boys marked 53 items.

The responses by girls to the items of most concern in this area were as follows: 6 ADC girls, or 31.6 per cent, and 2 Non-ADC girls, or 10.5 per cent, expressed concern about having no place to entertain friends; 7 ADC girls, or 36.8 per cent, and 3 Non-ADC girls, or 15.8 per cent, wanted to learn how to dance; and 8 ADC girls, or 42.1 per cent, and 7 Non-ADC girls, or 36.8 per cent, worried about keeping neat and looking nice. This was one of the least critical areas for both groups of girls, but the ADC girls checked 81 items, whereas the Non-ADC girls

TABLE IX

DEGREE OF CONCERN IN AREA OF BOY AND GIRL RELATIONS INDICATED BY TWENTY BOYS
AND NINETEEN GIRLS IN THE ADC GROUP ATTENDING THE JUNIOR HIGH
SCHOOL, NEWTON, IOWA, COMMUNITY SCHOOLS, APRIL, 1963

Area V, Boy and Girl Relations	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Not allowed to use the family car	4	20	2	10.5	6	15.4
Not allowed to run around with the kids I like	4	20	3	15.8	7	17.9
Too little chance to go to parties	2	10	3	15.8	5	12.8
Not enough time for play and fun	4	20	2	10.5	6	15.4
Too little chance to do what I want to do	3	15	1	5.3	4	10.3
Girls don't seem to like me	5	25	1	5.3	6	15.4
Boys don't seem to like me	1	5	3	15.8	4	10.3
Going out with the opposite sex	6	30	0	0.0	6	15.4
Dating	2	10	2	10.5	4	10.3
Not knowing how to make a date	1	5	1	5.3	2	5.1
Nothing interesting to do in my spare time	5	25	2	10.5	7	17.9
So often not allowed to go out at night	3	15	1	5.3	4	10.3
Not allowed to have dates	0	0	5	26.3	5	12.8
Wanting to know more about girls	2	10	2	10.5	4	10.3
Wanting to know more about boys	0	0	4	21.1	4	10.3

TABLE IX (continued)

Area V, Boy and Girl Relations	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
No place to entertain friends	2	10	6	31.6	8	20.5
Ill at ease at social affairs	2	10	1	5.3	3	7.7
Trouble in keeping a conversation going	4	20	4	21.1	8	20.5
Not sure of my social etiquette	1	5	3	15.8	4	10.3
Not sure about proper sex behavior	0	0	2	10.5	2	5.1
Not knowing what to do on a date	1	5	1	5.3	2	5.1
Girl friend	2	10	0	0.0	2	5.1
Boy friend	1	5	2	10.5	3	7.7
Deciding whether I'm in love	0	0	4	21.1	4	10.3
Deciding whether to go steady	1	5	3	15.8	4	10.3
Learning how to dance	3	15	7	36.8	10	25.6
Keeping myself neat and looking nice	4	20	8	42.1	12	30.8
Thinking too much about the opposite sex	3	15	5	26.3	8	20.5
Wanting more information about sex matters	0	0	1	5.3	1	2.6
Embarrassed by talk about sex	0	0	2	10.5	2	5.1

TABLE IXa

DEGREE OF CONCERN IN AREA OF BOY AND GIRL RELATIONS INDICATED BY TWENTY BOYS
AND NINETEEN GIRLS IN THE NON-ADC GROUP ATTENDING THE JUNIOR HIGH
SCHOOL, NEWTON, IOWA, COMMUNITY SCHOOLS, APRIL, 1963

Area V, Boy and Girl Relations	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Not allowed to use the family car	3	15	1	5.3	4	10.3
Not allowed to run around with the kids I like	1	5	3	15.8	4	10.3
Too little chance to go to parties	3	15	5	26.3	8	20.5
Not enough time for play and fun	2	10	1	5.3	3	7.7
Too little chance to do what I want to do	1	5	3	15.8	4	10.3
Girls don't seem to like me	4	20	1	5.3	5	12.8
Boys don't seem to like me	1	5	3	15.8	4	10.3
Going out with the opposite sex	5	25	0	0.0	5	12.8
Dating	2	10	1	5.3	3	7.7
Not knowing how to make a date	1	5	0	0.0	1	2.6
Nothing interesting to do in my spare time	1	5	4	21.1	5	12.8
So often not allowed to go out at night	3	15	1	5.3	4	10.3
Not allowed to have dates	0	0	3	15.8	3	7.7
Wanting to know more about girls	3	15	2	10.5	5	12.8
Wanting to know more about boys	0	0	1	5.3	1	2.5

TABLE IXa (continued)

Area V, Boy and Girl Relations	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
No place to entertain friends	1	5	2	10.5	3	7.7
Ill at ease at social affairs	2	10	3	15.8	5	12.8
Trouble in keeping a conversation going	5	25	3	15.8	8	20.5
Not sure of my social etiquette	2	10	0	0.0	2	5.1
Not sure about proper sex behavior	0	0	1	5.3	1	2.6
Not knowing what to do on a date	2	10	0	0.0	2	5.1
Girl friend	2	10	0	0.0	2	5.1
Boy friend	1	5	2	10.5	3	7.7
Deciding whether I'm in love	0	0	1	5.3	1	2.6
Deciding whether to go steady	0	0	3	15.8	3	7.7
Learning how to dance	3	15	3	15.8	6	15.4
Keeping myself neat and looking nice	2	10	7	36.8	9	23.1
Thinking too much about the opposite sex	1	5	1	5.3	2	5.1
Wanting more information about sex matters	1	5	1	5.3	2	5.1
Embarrassed by talk about sex	1	5	0	0.0	1	2.6

checked only 56 items.

In summarizing Tables IX and IXa, pages 51 through 54, it was noted that this did not seem to be a particularly critical area for either the ADC group or the Non-ADC group. Girls in the Non-ADC group indicated the least concern, boys in both the ADC and Non-ADC groups showed about the same concern, and ADC girls indicated the most concern.

"Relations to People in General." Data in Tables X and Xa present the responses to the items of most concern in the area of "Relations to People in General."

For boys, the responses to the items of most concern were as follows: 6 ADC boys, or 30 per cent, and 5 Non-ADC boys, or 25 per cent, were concerned about getting into fights; and 6 ADC boys, or 30 per cent, and 7 Non-ADC boys, or 35 per cent, were worried about losing their tempers. This was the third highest area of concern for both groups of boys, with the ADC boys marking 88 items and the Non-ADC boys marking 78 items.

For girls, the responses to the items of most concern were as follows: 6 ADC girls, or 31.6 per cent, and 4 Non-ADC girls, or 21.1 per cent, worried about never being chosen as leader; 8 ADC girls, or 42.1 per cent, and 6 Non-ADC girls, or 31.6 per cent, wished people liked them better; 6 ADC girls, or 31.6 per cent, and 4 Non-ADC girls,

TABLE X

DEGREE OF CONCERN IN AREA OF RELATIONS TO PEOPLE IN GENERAL INDICATED BY TWENTY
BOYS AND NINETEEN GIRLS IN THE ADC GROUP ATTENDING THE JUNIOR HIGH
SCHOOL, NEWTON, IOWA, COMMUNITY SCHOOLS, APRIL, 1963

Area VI, Relations to People in General	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Slow in making friends	4	20	2	10.5	6	15.4
Bashful	4	20	5	26.3	9	23.1
Being left out of things	1	5	3	15.8	4	10.3
Never chosen as a leader	2	10	6	31.6	8	20.5
Wishing people liked me better	4	20	8	42.1	12	30.8
Being teased	5	25	4	21.1	9	23.1
Being talked about	3	15	6	31.6	9	23.1
Feelings too easily hurt	2	10	5	26.3	7	17.9
Too easily led by other people	1	5	2	10.5	3	7.7
Picking the wrong kind of friends	3	15	3	15.8	6	15.4
Wanting a more pleasing personality	3	15	8	42.1	11	28.2
Being made fun of	3	15	2	10.5	5	12.8
Being picked on	2	10	0	0.0	2	5.1
Being treated like an outsider	1	5	0	0.0	1	2.6
People finding fault with me	3	15	2	10.5	5	12.8

TABLE X (continued)

Area VI, Relations to People in General	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Awkward in meeting people	4	20	1	5.3	5	12.8
Wanting to be more like other people	1	5	4	21.1	5	12.8
Feeling nobody understands me	0	0	2	10.5	2	5.1
Missing someone very much	4	20	5	26.3	9	23.1
Feeling nobody likes me	0	0	2	10.5	2	5.1
Getting into arguments	4	20	4	21.1	8	20.5
Getting into fights	6	30	1	5.3	7	17.9
Losing my temper	6	30	6	31.6	12	30.8
Being stubborn	3	15	4	21.1	7	17.9
Hurting people's feelings	3	15	4	21.1	7	17.9
Being jealous	2	10	6	31.6	8	20.5
Disliking someone	5	25	8	42.1	13	33.3
Being disliked by someone	2	10	3	15.8	5	12.8
Keeping away from kids I don't like	5	25	3	15.8	8	20.5
No one to tell my troubles to	2	10	2	10.5	4	10.2

TABLE Xa

DEGREE OF CONCERN IN AREA OF RELATIONS TO PEOPLE IN GENERAL INDICATED BY TWENTY
BOYS AND NINETEEN GIRLS IN THE NON-ADC GROUP ATTENDING THE JUNIOR HIGH
SCHOOL, NEWTON, IOWA, COMMUNITY SCHOOLS, APRIL, 1963

Area VI, Relations to People in General	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Slow in making friends	1	5	1	5.3	2	5.1
Bashful	4	20	3	15.8	7	17.9
Being left out of things	4	20	4	21.1	8	20.5
Never chosen as a leader	2	10	4	21.1	6	15.4
Wishing people liked me better	3	15	6	31.6	9	23.1
Being teased	3	15	1	5.3	4	10.3
Being talked about	1	5	4	21.1	5	12.8
Feelings too easily hurt	5	25	6	31.6	11	28.2
Too easily led by other people	3	15	1	5.3	4	10.3
Picking the wrong kind of friends	1	5	2	10.5	3	7.7
Wanting a more pleasing personality	2	10	5	26.3	7	17.9
Being made fun of	2	10	2	10.5	4	10.3
Being picked on	2	10	1	5.3	3	7.7
Being treated like an outsider	0	0	3	15.8	3	7.7
People finding fault with me	2	10	0	0.0	2	5.1

TABLE Xa (continued)

Area VI, Relations to People in General	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Awkward in meeting people	2	10	3	15.8	5	12.8
Wanting to be more like other people	2	10	1	5.3	3	7.7
Feeling nobody understands me	3	15	0	0.0	3	7.7
Missing someone very much	3	15	2	10.5	5	12.8
Feeling nobody likes me	1	5	2	10.5	3	7.7
Getting into arguments	2	10	2	10.5	4	10.3
Getting into fights	5	25	2	10.5	7	17.9
Losing my temper	7	35	5	26.3	12	30.8
Being stubborn	4	20	2	10.5	6	15.4
Hurting people's feelings	2	10	3	15.8	5	12.8
Being jealous	2	10	4	21.1	6	15.4
Disliking someone	2	10	4	21.1	6	15.4
Being disliked by someone	4	20	1	5.3	5	12.8
Keeping away from kids I don't like	2	10	1	5.3	3	7.7
No one to tell my troubles to	2	10	0	0.0	2	5.1

or 21.1 per cent, felt they were talked about; 5 ADC girls, or 26.3 per cent, and 6 Non-ADC girls, or 31.6 per cent, thought their feelings were too easily hurt; 8 ADC girls, or 42.1 per cent, and 5 Non-ADC girls, or 26.3 per cent, wanted a more pleasing personality; 6 ADC girls, or 31.6 per cent, and 5 Non-ADC girls, or 26.3 per cent, were concerned about their tempers; 6 ADC girls, or 31.6 per cent, and 4 Non-ADC girls, or 21.1 per cent, were concerned over being jealous; and 8 ADC girls, or 42.1 per cent, and 4 Non-ADC girls, or 21.1 per cent, worried about disliking someone. This was the second highest area of concern to the ADC girls, who marked 111 items, and the third highest area of concern to the Non-ADC group, who marked 75 items.

In summarizing Tables X and Xa, pages 56 through 59, it was indicated that boys and girls in both groups were very much concerned about relations to people. ADC girls marked the most items, followed by ADC boys. Boys and girls in the Non-ADC group marked the least number of items.

"Self-centered Concerns." Data in Tables XI and XIa present the responses to the items in the area of "Self-centered Concerns."

For boys, the responses to the items of most concern in this area were as follows: 7 boys in each group, or 35 per cent in each, worried about being nervous; 8 ADC boys,

TABLE XI

DEGREE OF CONCERN IN AREA OF SELF-CENTERED CONCERNS INDICATED BY TWENTY BOYS
AND NINETEEN GIRLS IN THE ADC GROUP ATTENDING THE JUNIOR HIGH
SCHOOL, NEWTON, IOWA, COMMUNITY SCHOOLS, APRIL, 1963

Area VII, Self-centered Concerns	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Being nervous	7	35	8	42.1	15	38.5
Taking things too seriously	8	40	1	5.3	9	23.1
Getting too excited	7	35	0	0.0	7	17.9
Being afraid of making mistakes	6	30	3	15.8	9	23.1
Failing in so many things I try to do	4	20	2	10.5	6	15.4
Getting into trouble	2	10	0	0.0	2	5.1
Trying to stop a bad habit	2	10	5	26.3	7	17.9
Sometimes not being as honest as I should be	2	10	4	21.1	6	15.4
Giving in to temptations	3	15	2	10.5	5	12.8
Lacking self-control	3	15	0	0.0	3	7.7
Not having as much fun as other kids have	4	20	4	21.1	8	20.5
Worrying	2	10	5	26.3	7	17.9
Having bad dreams	2	10	1	5.3	3	7.7
Lacking self-confidence	3	15	3	15.8	6	15.4
Sometimes wishing I'd never been born	2	10	9	47.4	11	28.2

TABLE XI (continued)

Area VII, Self-centered Concerns	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Being careless	2	10	1	5.3	3	7.7
Daydreaming	9	45	7	36.8	16	41.0
Forgetting things	7	35	4	21.1	11	28.2
Being lazy	5	25	4	21.1	9	23.1
Not taking some things seriously enough	5	25	7	36.8	12	30.8
Feeling ashamed of something I've done	5	25	2	10.5	7	17.9
Being punished for something I didn't do	5	25	1	5.3	6	15.4
Swearing, dirty stories	2	10	2	10.5	4	10.3
Thinking about heaven and hell	4	20	2	10.5	6	15.4
Afraid God is going to punish me	2	10	1	5.3	3	7.7
Sometimes lying without meaning to	3	15	3	15.8	6	15.4
Can't forget some mistakes I've made	3	15	3	15.8	6	15.4
Can't make up my mind about things	5	25	5	26.3	10	25.6
Afraid to try new things by myself	2	10	2	10.5	4	10.3
Finding it hard to talk about my troubles	3	15	3	15.8	6	15.4

TABLE XIa

DEGREE OF CONCERN IN AREA OF SELF-CENTERED CONCERNS INDICATED BY TWENTY BOYS
AND NINETEEN GIRLS IN THE NON-ADC GROUP ATTENDING THE JUNIOR HIGH
SCHOOL, NEWTON, IOWA, COMMUNITY SCHOOLS, APRIL, 1963

Area VII, Self-centered Concerns	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Being nervous	7	35	7	36.8	14	35.9
Taking things too seriously	7	35	5	26.3	12	30.8
Getting too excited	2	10	1	5.3	3	7.7
Being afraid of making mistakes	7	35	5	26.3	12	30.8
Failing in so many things I try to do	4	20	1	5.3	5	12.8
Getting into trouble	2	10	2	10.5	4	10.3
Trying to stop a bad habit	2	10	4	21.1	6	15.4
Sometimes not being as honest as I should be	6	30	6	31.6	12	30.8
Giving in to temptations	2	10	1	5.3	3	7.7
Lacking self-control	3	15	1	5.3	4	10.3
Not having as much fun as other kids have	2	10	5	26.3	7	17.9
Worrying	6	30	2	10.5	8	20.5
Having bad dreams	0	0	1	5.3	1	2.6
Lacking self-confidence	6	30	1	5.3	7	17.9
Sometimes wishing I'd never been born	2	10	5	26.3	7	17.9

TABLE XIa (continued)

Area VII, Self-centered Concerns	BOYS		GIRLS		TOTAL	
	Number marking	Per cent marking	Number marking	Per cent marking	Number marking	Per cent marking
Being careless	4	20	0	0.0	4	10.3
Daydreaming	6	30	3	15.8	9	23.1
Forgetting things	8	40	3	15.8	11	28.2
Being lazy	6	30	1	5.3	7	17.9
Not taking some things seriously enough	3	15	0	0.0	3	7.7
Feeling ashamed of something I've done	5	25	2	10.5	7	17.9
Being punished for something I didn't do	5	25	2	10.5	7	17.9
Swearing, dirty stories	0	0	1	5.3	1	2.6
Thinking about heaven and hell	0	0	1	5.3	1	2.6
Afraid God is going to punish me	1	5	0	0.0	1	2.6
Sometimes lying without meaning to	6	30	3	15.8	9	23.1
Can't forget some mistakes I've made	4	20	7	36.8	11	28.2
Can't make up my mind about things	4	20	2	10.5	6	15.4
Afraid to try new things by myself	2	10	1	5.3	3	7.7
Finding it hard to talk about my troubles	5	25	2	10.5	7	17.9

or 40 per cent, and 7 Non-ADC boys, or 35 per cent, felt they took things too seriously; 7 ADC boys, or 35 per cent, and 2 Non-ADC boys, or 10 per cent, were concerned over getting too excited; 6 ADC boys, or 30 per cent, and 7 Non-ADC boys, or 35 per cent, indicated fear of making mistakes; 2 ADC boys, or 10 per cent, and 6 Non-ADC boys, or 30 per cent, were concerned over not being as honest as they should be; 2 ADC boys, or 10 per cent, and 6 Non-ADC boys, or 30 per cent, indicated that worrying was a problem; 3 ADC boys, or 15 per cent, and 6 Non-ADC boys, or 30 per cent, lacked self-confidence; 9 ADC boys, or 45 per cent, and 6 Non-ADC boys, or 30 per cent, worried over daydreaming; 7 ADC boys, or 35 per cent, and 8 Non-ADC boys, or 40 per cent, forgot things; 5 ADC boys, or 25 per cent, and 6 Non-ADC boys, or 30 per cent, felt they were lazy; and 3 ADC boys, or 15 per cent, and 6 Non-ADC boys, or 30 per cent, indicated sometimes lying without meaning to do so. For both groups of boys, this was the second highest area of concern with ADC boys marking 119 items and Non-ADC boys marking 117 items.

For girls, the responses to the items of most concern in this area were as follows: 8 ADC girls, or 42.1 per cent, and 7 Non-ADC girls, or 36.8 per cent, were concerned over being nervous; 4 ADC girls, or 21.1 per cent, and 6 Non-ADC girls, or 31.6 per cent, felt they were sometimes

not so honest as they should be; 9 ADC girls, or 47.4 per cent, and 5 Non-ADC girls, or 26.3 per cent, sometimes wished they had never been born; 7 ADC girls, or 36.8 per cent, and 3 Non-ADC girls, or 15.8 per cent, expressed concern over daydreaming; 7 ADC girls, or 36.8 per cent, but no girls in the Non-ADC group felt they did not take things seriously enough; and 3 ADC girls, or 15.8 per cent, and 7 Non-ADC girls, or 36.8 per cent, could not forget some mistakes they had made. This was the third highest area of concern for ADC girls, who marked 94 items. For Non-ADC girls, this area tied for second place with the area of "Relations to People in General" with 75 items being marked in each area.

In summarizing Tables XI and XIa, pages 61 through 64, it was indicated that both groups of boys and girls were much concerned over the area of "Self-centered Concerns." Boys in the ADC group indicated the heaviest concern, followed closely by boys in the Non-ADC group. Third highest in concern were the ADC girls, and least in concern were the Non-ADC girls.

In summarizing Tables V through XIa, the average number of problems marked on the seven areas of the MPCL were as follows:

32.650	ADC boys	27.850	Non-ADC boys
38.211	ADC girls	25.368	Non-ADC girls
35.359	ADC total	26.641	Non-ADC total

Table XII shows the number of items marked by each group in all seven areas of the MPCL. The greatest problem area for all groups was the area of "School" in which 168 items were marked by ADC boys, 164 items by ADC girls, 130 items by Non-ADC boys, and 109 items by Non-ADC girls. The second greatest problem area was that of "Self-centered Concerns" in which 119 items were marked by ADC boys, 117 items by Non-ADC boys, 94 items by ADC girls, and 75 items by Non-ADC girls. Third in concern was the area of "Relations to People in General" in which the ADC girls indicated 111 items, the ADC boys 88 items, the Non-ADC boys 78 items, and the Non-ADC girls 75 items. Of least concern was the area of "Boy and Girl Relations" with 81 items marked by the ADC girls, 66 items by the ADC boys, 56 items by the Non-ADC girls, and 53 items by the Non-ADC boys. The ADC group marked the largest number of items. ADC girls marked 726 items and ADC boys marked 653 items, whereas Non-ADC girls marked 482 items and Non-ADC boys marked 557 items.

VI. TEACHER OBSERVATIONS

In May, 1963, seven English teachers completed observation forms for the students in their classes who were in the ADC group or the Non-ADC group. They rated each student as excellent, above average, average, below average, or poor in the following ten areas:

TABLE XII

TOTAL ITEMS OF CONCERN IN SEVEN AREAS OF THE MPCL INDICATED BY THE
ADC GROUP AND THE NON-ADC GROUP, JUNIOR HIGH SCHOOL,
NEWTON, IOWA, COMMUNITY SCHOOLS, APRIL, 1963

<u>MPCL</u> Areas	<u>BOYS</u>		<u>GIRLS</u>		<u>TOTAL</u>	
	ADC	Non-ADC	ADC	Non-ADC	ADC	Non-ADC
I. Health and Physical Development	67	59	98	58	165	117
II. School	168	130	164	109	332	239
III. Home and Family	70	50	79	69	149	119
IV. Money, Work, The Future	75	70	99	40	174	110
V. Boy and Girl Relations	66	53	81	56	147	109
VI. Relations to People in General	88	78	111	75	199	153
VII. Self-centered Concerns	119	117	94	75	213	192
Totals	653	557	726	482	1379	1039

1. Attitude toward school.
2. Completion of assigned work.
3. Oral participation in class.
4. Behavior in class.
5. Social skills in group activity.
6. Attitude toward authority.
7. Personal appearance.
8. Acceptance by peers.
9. Acceptance of peers.
10. Self-assurance in carrying out tasks.

In considering the data obtained from these forms, it should be remembered that it represents purely subjective judgment on the part of the seven teachers who participated.

Boys. Table XIII represents the data gained from the observation reports for boys. ADC boys tended to be rated lower than Non-ADC boys. ADC boys were rated excellent 6 times, or 3 per cent of the time; whereas the Non-ADC boys were rated excellent 17 times, or 8.5 per cent of the time. Above average ratings were given to ADC boys 21 times, or 10.5 per cent of the time, and 37 times, or 18.5 per cent of the time, to Non-ADC boys. Average ratings were given to ADC boys 78 times, or 39 per cent of the time, and to Non-ADC boys 87 times, or 43.5 per cent of the time. Below average ratings were given to ADC boys 63 times, or 31.5 per cent of the time, and to Non-ADC boys 31 times, or 15.5 per cent of the time. Poor ratings were given to ADC boys 32 times, or 16 per cent of the time, and 28 times, or 14 per cent of the time, to the Non-ADC group.

In the opinion of the raters, the ADC boys appeared

TABLE XIII

TEACHER OBSERVATIONS OF CHARACTERISTICS OF ADC BOYS AND NON-ADC BOYS,
JUNIOR HIGH SCHOOL, NEWTON, IOWA, COMMUNITY SCHOOLS, MAY, 1963

	EXCELLENT		ABOVE AVERAGE		AVERAGE		BELOW AVERAGE		POOR	
	ADC	Non- ADC	ADC	Non- ADC	ADC	Non- ADC	ADC	Non- ADC	ADC	Non- ADC
Attitude toward school	1	1	1	6	9	5	6	3	3	5
Completion of assigned work	1	3	1	4	7	2	3	5	8	6
Oral participation in class	0	0	2	4	7	9	8	4	3	3
Behavior in class	2	4	5	1	7	10	3	3	3	2
Social skills in group activity	0	0	0	2	7	13	9	2	4	3
Attitude toward authority	2	6	8	2	6	8	2	2	2	2
Personal appearance	0	1	1	8	10	9	5	1	4	1
Acceptance <u>by</u> peers	0	0	1	4	8	12	9	4	2	0
Acceptance <u>of</u> peers	0	1	1	4	11	12	6	3	2	0
Self-assurance in carrying out tasks	<u>0</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>6</u>	<u>7</u>	<u>12</u>	<u>4</u>	<u>1</u>	<u>6</u>
	6	17	21	37	78	87	63	31	32	28

to have much more difficulty than did the Non-ADC boys in the areas of oral participation in class, social skills in group activity, personal appearance, and acceptance of and by peers, and were somewhat less assured than the Non-ADC group in carrying out tasks.

Girls. Table XIV presents the data gained for girls from the observation reports. Although all of the girls tended to be rated higher than either group of boys, the girls in the ADC group seemed to have consistently been rated lower than the Non-ADC girls. Excellent ratings were given to the ADC girls 20 times, or 10.5 per cent of the time, and 29 times, or 15.3 per cent of the time, to the Non-ADC girls. Above average ratings were given 40 times, or 21.1 per cent of the time, to ADC girls and 46 times, or 24.3 per cent of the time, to Non-ADC girls. Average ratings were given 65 times, or 34.2 per cent of the time, to ADC girls and 100 times, or 52.6 per cent of the time, to Non-ADC girls. Below average ratings were given 51 times, or 26.8 per cent of the time, to ADC girls and 13 times, or 6.8 per cent of the time, to the Non-ADC girls. Poor ratings were given 14 times, or 7.4 per cent of the time, to the ADC girls and 2 times, or 1 per cent of the time, to Non-ADC girls.

In the estimation of the rating teachers, the ADC

TABLE XIV

TEACHER OBSERVATIONS OF CHARACTERISTICS OF ADC GIRLS AND NON-ADC GIRLS,
JUNIOR HIGH SCHOOL, NEWTON, IOWA, COMMUNITY SCHOOLS, MAY, 1963

	<u>EXCELLENT</u>		<u>ABOVE AVERAGE</u>		<u>AVERAGE</u>		<u>BELOW AVERAGE</u>		<u>POOR</u>	
	ADC	Non- ADC	ADC	Non- ADC	ADC	Non- ADC	ADC	Non- ADC	ADC	Non- ADC
Attitude toward school	4	5	4	3	5	11	3	0	3	0
Completion of assigned work	4	5	4	3	3	10	8	0	0	1
Oral participation in class	0	1	3	2	6	11	5	4	5	1
Behavior in class	6	6	4	6	5	5	3	2	1	0
Social skills in group activity	0	0	5	6	8	11	6	2	0	0
Attitude toward authority	5	7	5	5	5	5	3	2	1	0
Personal appearance	1	2	4	10	9	7	4	0	1	0
Acceptance <u>by</u> peers	0	1	3	3	9	14	6	1	1	0
Acceptance <u>of</u> peers	0	2	4	5	8	11	6	1	1	0
Self-assurance in carrying out tasks	<u>0</u>	<u>0</u>	<u>4</u>	<u>3</u>	<u>7</u>	<u>15</u>	<u>7</u>	<u>1</u>	<u>1</u>	<u>0</u>
	20	29	40	46	65	100	51	13	14	2

girls appeared to have many more difficulties than the Non-ADC girls, particularly in the areas of attitude toward school, completion of assigned work, oral participation in class, social skills in group activity, personal appearance, acceptance of and by peers, and self-assurance in carrying out tasks, and somewhat more difficulty in the areas of attitude toward authority and behavior in class.

Summary of teacher observations. Girls in the Non-ADC group were rated highest by teachers. Boys in the ADC group and the Non-ADC group seemed more similar in ratings than did the two groups of girls. ADC boys were rated lower than ADC girls, but both boys and girls in the ADC groups appeared to have common difficulties in the following areas: oral participation in class, social skills in group activity, personal appearance, acceptance of and by peers, and self-assurance in carrying out tasks. Areas of difficulty shared in common by ADC boys, Non-ADC boys, and ADC girls were attitude toward school, completion of assigned work, behavior in class, and attitude toward authority.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It was the purpose of this study to compare the adjustment and achievement of 39 students who received Aid to Dependent Children with 39 children who did not. The homes of the ADC children were considered to be abnormal, since at least one parent was absent, dead, or incapacitated and there was a continuous financial need present. The assumption was made that, because of their home situations, ADC children were more likely to have problems of adjustment or achievement in school than students who did not receive ADC.

The 20 boys and 19 girls in each group were matched according to age, sex, Kuhlman-Anderson scores, and grade placement. All of the subjects were white, native-born Americans and attended the Newton Junior High School during the 1962-1963 school year. Girls and boys in both groups were compared in the areas of grades, school absences, ITBS scores for seventh and eighth graders, ITED scores for ninth graders, MPCL responses, and teacher observations.

I. SUMMARY OF FINDINGS

Achievement. Data were obtained from grade averages

and scores on the ITBS and ITED. School absences, based upon the assumption that attendance has a relationship to achievement, were included also in this section.

For boys, data showed that 25 per cent of the ADC group achieved grade point averages of 2.0 or better, whereas 55 per cent of the boys in the Non-ADC group achieved grade point averages of 2.0 or better. Seventy-five per cent in the ADC group and 45 per cent in the Non-ADC group earned grades below 2.0.

Seventh and eighth grade boys' scores on the ITBS were grouped as follows: above the fifty-ninth percentile, no ADC boys, but 29.4 per cent of the Non-ADC group; between the fortieth and fifty-ninth percentiles, 11.8 per cent of the ADC boys and 29.4 per cent of the Non-ADC boys; and below the fortieth percentile, 88.2 per cent of the ADC boys and 41.2 per cent of the Non-ADC boys.

Data on ITED scores for ninth grade boys may be biased because of the small number of boys in the ninth grade. Scores on the ITED were distributed as follows: 33.3 per cent of the Non-ADC group scored above the eightieth percentile; 33.3 per cent of the ADC group scored between the sixtieth and the seventy-ninth percentiles; 33.3 per cent of each group scored between the fortieth and fifty-ninth percentiles; and 33.3 per cent of each group scored between the twentieth and the thirty-ninth per-

tiles.

In absences, there was little difference between the boys' groups.

For girls, data showed that 26.3 per cent earned grades of 2.0 or better, in contrast to 57.9 per cent of the Non-ADC group. Of the ADC group, 73.7 per cent earned grades below 2.0, whereas 42.1 per cent of the Non-ADC girls earned grades below 2.0.

Seventh and eighth grade girls' scores on the ITBS were grouped as follows: 18.2 per cent of both groups of girls were between the fortieth and the fifty-ninth percentiles; 27.3 per cent of the ADC group and 54.5 per cent of the Non-ADC group were between the twentieth and thirty-ninth percentiles; and 54.5 per cent of the ADC girls and 27.3 per cent of the Non-ADC girls were at the nineteenth percentile or below.

ITED scores for ninth grade girls were grouped as follows: no ADC girls, but 50 per cent of the Non-ADC girls, scored above the eightieth percentile; 12.5 per cent of the ADC group, but no Non-ADC girls, scored between the sixtieth and seventy-ninth percentiles; 62.5 per cent of the ADC group, but 37.5 per cent of the Non-ADC group, were between the fortieth and fifty-ninth percentiles; no ADC girls, but 12.5 per cent of the Non-ADC group, scored between the twentieth and the thirty-ninth percentiles; and 25 per cent

of the ADC girls, but no Non-ADC girls, scored at the nineteenth percentile or below.

Girls in the Non-ADC group tended to miss fewer days of school than did ADC girls. Data concerning absences were grouped as follows: 36.8 per cent of the ADC girls and 52.6 per cent of the Non-ADC girls missed less than five days of school; 21.1 per cent of the ADC girls and 42.1 per cent of the Non-ADC girls missed five to nine days of school; and 42.1 per cent of the ADC group, but 5.3 per cent of the Non-ADC group, missed two or more weeks of school.

In summarization of the data collected, girls in the Non-ADC group earned the highest grades, followed by boys in the Non-ADC group. Girls in the ADC group did not do as well as either of the Non-ADC groups, but earned somewhat higher grades than did the boys in the ADC group. On the ITBS, seventh and eighth grade boys in the Non-ADC group made the highest scores. Next came the Non-ADC group girls, followed by the boys in the ADC group. Lowest ITBS scores were earned by ADC girls. At the ninth grade level, ITED scores were about the same for both groups of boys, but the Non-ADC girls did considerably better than the boys and markedly better than the ADC girls. Absences were highest for ADC girls, about the same for both groups of boys, and lowest for Non-ADC girls.

Adjustment. Data were obtained from responses made on the MPCL and teacher observations.

On the MPCL, ADC boys marked 653 items, whereas the Non-ADC boys marked 557 items. Chief in importance for both groups of boys was the area of "School," with the ADC group marking 168 items and the Non-ADC group 130 items. Second in concern was the area of "Self-centered Concerns," with both groups marking about the same number of items. Third in importance to both groups was the area of "Relations to People in General," with the ADC boys marking 88 items and the Non-ADC boys marking 78 items. In all seven areas, the ADC boys marked more problems than did the Non-ADC group.

Non-ADC boys seemed more concerned than ADC boys about overweight, ethical considerations involving lying and honesty, spending money foolishly, and worrying. ADC boys showed more concern than Non-ADC boys about eye trouble, grades, failing, oral reports, slowness in reading, insufficient time spent in study, feelings of unrest and disinterest in classes, parents separated or divorced, not getting along with a sibling, parents not liking their friends, wanting to earn money, needing a job, getting too excited, and daydreaming.

Teachers tended to rate boys in the ADC group lower than the Non-ADC group. In the opinion of the rating teachers, the ADC boys had much more difficulty in the areas

of oral participation in class, social skills in group activity, personal appearance, and acceptance of and by peers than did the Non-ADC group, and were somewhat less assured in carrying out tasks than the Non-ADC group.

On the MPCL, ADC girls marked 726 items, but girls in the Non-ADC group marked only 482 items. Chief in importance for ADC girls was the area of "School," with the ADC group marking 164 items and the Non-ADC girls marking 109 items. Second in importance to ADC girls was the area of "Relations to People in General" where 111 items were marked, in contrast to 75 items marked by Non-ADC girls. The Non-ADC group gave equal importance to the areas of "Relations to People in General" and "Self-centered Concerns," marking 75 items in each. Third area in importance to the ADC girls was "Money, Work, The Future." ADC girls marked 99 items in this area, whereas the Non-ADC girls marked 40 items. In all seven areas, the ADC girls marked more problems than did the Non-ADC girls.

Non-ADC girls showed more concern than did ADC girls in items concerning fear of tests, trouble with arithmetic, sometimes not being honest, and inability to forget mistakes. ADC girls showed more concern than Non-ADC girls in items concerning low grades, dislike of study and certain classes, lack of interest in books, slowness in reading, fear of failing and low grades, not being smart, feeling

restless in classes, trouble with oral reports, spending money foolishly, having no car, parents separated or divorced, wanting to earn money, no place to entertain friends, wanting to live in a different neighborhood, needing a job, wanting advice on what to do after high school, parents not liking friends, learning how to dance, being overweight, never chosen as a leader, wishing people liked them better, poor posture, not being good looking, being talked about, not eating the right food, wanting a more pleasing personality, sometimes wishing they had never been born, catching colds, not taking things seriously enough, and daydreaming.

Teachers tended to rate all of the girls higher than either group of boys, but the girls in the ADC group were consistently rated lower than the girls in the Non-ADC group. In the estimation of the rating teachers, ADC girls had many more difficulties than the Non-ADC girls in the areas of attitude toward school, completion of assigned work, oral participation in class, social skills in group activity, personal appearance, acceptance of and by peers, and self-assurance in carrying out tasks; and somewhat more difficulty than Non-ADC girls in the areas of attitude toward authority and behavior in class.

II. CONCLUSIONS

Data collected seem to indicate that neither the boys or the girls in the ADC group achieved as well as the Non-ADC groups. ADC girls earned better grades than ADC boys, who, in turn, made somewhat higher scores than the girls, on achievement tests.

Data collected further indicated that neither the boys or the girls in the ADC groups were as well adjusted as the Non-ADC groups. ADC girls indicated far more items of concern in every area except "School" than did the other groups. Boys in the ADC group indicated the second highest number of problems in every area except "School" where they marked the most items of any group. Teachers rated ADC boys lower than Non-ADC boys, and ADC girls lower than Non-ADC group girls.

The results of this study indicated that the children who received ADC had many problems of adjustment and school achievement. A pattern seemed to emerge of disinterest and lack of confidence in school, unsatisfactory peer relationships, restlessness and daydreaming, unsatisfactory personal grooming, and concern over parents and material considerations. ADC girls, in particular, seemed to have many neurotic concerns and many apprehensions over money and the future. The original assumption that the abnormal home

situations of these children would relate negatively to their adjustment and achievement in school appeared to be valid.

III. RECOMMENDATIONS

Although ADC children are not the only children who may have abnormal home situations or potential problems, they are a group who could be easily and early identified by the school with the hope that some of their difficulties could be dealt with before they became real problems. Certainly this is an area where further research would be valuable.

It seems apparent, however, that schools should aim, among other things, to raise the achievement levels of these children, to build strong ties and understanding between school and home, to discover talents of these children and develop them, and to help each child sense that school is important to him so that he would want to do his best.

Any program designed to assist this group of children would need to include the following:

1. Cooperative efforts between schools and social agencies to afford better understanding of the individuals involved, insure better planning, and provide more consistent services.
2. Understanding, competent teachers who were committed

to the aims listed above.

3. Remedial services necessary for academic progress, particularly in the area of reading.
4. The enlistment of the support and understanding of parents in positive ways, not just at those times when a child is in difficulty.
5. Identification of ability and encouragement of special talents.
6. Provision for good counseling and pupil personnel services.
7. Demonstration that there is a close relationship between school and life by providing meaningful and enriching activities which would assist each child to contribute to and win recognition from other students.

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APPENDIXES

APPENDIX A

BUREAUS, AGENCIES, ASSOCIATIONS, SCHOOLS, AND DEPARTMENTS CONTACTED

State Department of Social Welfare, Des Moines, Iowa
United States Department of Health, Education, and Welfare,
Washington
The Social Security Administration, Washington
The Bureau of Public Assistance, Washington
The Office of Education, Washington
The Bureau of Family Services, Washington
The Regional Bureau of Family Services, Kansas City, Missouri
State of New York Department of Social Welfare, Albany,
New York
State of Minnesota Department of Public Welfare, St. Paul,
Minnesota
State of California, Department of Social Welfare, Sacra-
mento, California
Illinois Public Aid Commission, Chicago, Illinois
School of Social Work, State University of Iowa, Iowa City,
Iowa
Wisconsin School of Social Work, Madison, Wisconsin
Loyola University School of Social Work, Chicago, Illinois
National Education Association, Washington
American Personnel and Guidance Association, Washington
American Public Welfare Association, Chicago, Illinois
Walworth County Public Welfare Department, Elkhorn, Wisconsin
Jasper County Department of Social Welfare, Newton, Iowa

APPENDIX B

TEACHER OBSERVATION REPORT

Teacher _____ Date _____

Student _____ Grade _____

Instructions: Please circle the number indicating your evaluation of this student's characteristics in your class.

KEY Excellent 1, Above Average 2, Average 3, Below Average 4, Poor 5.

- | | | | | | |
|---|---|---|---|---|---|
| 1. Attitude toward school. | 1 | 2 | 3 | 4 | 5 |
| 2. Completion of assigned work. | 1 | 2 | 3 | 4 | 5 |
| 3. Oral participation in class. | 1 | 2 | 3 | 4 | 5 |
| 4. Behavior in class. | 1 | 2 | 3 | 4 | 5 |
| 5. Social skills in group activity. | 1 | 2 | 3 | 4 | 5 |
| 6. Attitude toward authority. | 1 | 2 | 3 | 4 | 5 |
| 7. Personal appearance. | 1 | 2 | 3 | 4 | 5 |
| 8. Acceptance <u>by</u> peers. | 1 | 2 | 3 | 4 | 5 |
| 9. Acceptance <u>of</u> peers. | 1 | 2 | 3 | 4 | 5 |
| 10. Self-assurance in carrying out tasks. | 1 | 2 | 3 | 4 | 5 |